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UNIT, TIBET.

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THE UNIT OF STUDY DESCRIBED IN THIS BOOKLET DEALS WITH THE GEOGRAPHY AND HISTORY OF TIBET. THE UNIT COVERS SOME OF THE GENERAL FEATURES OF THE COUNTRY AND THEIR EFFECT UPON THE LIVES OF THE TIBETAN PEOPLE. DISCUSSION QUESTIONS ARE INSERTED TO STIMULATE THOUGHT. THE RELIGION OF TIBET IS DISCUSSED IN RELATION TO ITS INFLUENCE ON THE ART AND CULTURE OF THE COUNTRY. MUCH OF THE CONTENT OF THIS UNIT IS PRESENTED IN A QUESTION-ANSWER SECTION. DISCUSSED ARE (1) THE GEOGRAPHIC LOCATION, (2) THE CLIMATE, (3) THE IMPORTANT GEOGRAPHIC FEATURES AND THEIR INFLUENCE UPON TIBETANS, (4) THE POPULATION AND AREA, (5) THE SYSTEM OF GOVERNMENT, (6) THE RELIGION, (7) RITUAL ITEMS, AND (8) TIBETAN ART. A WORKSHEET, A VOCABULARY LIST, A BIBLIOGRAPHY, A TEST, AN IDENTIFICATION LIST, AND SUGGESTIONS FOR STUDENT ENRICHMENT ACTIVITIES ARE ALSO INCLUDED IN THE UNIT. (PD)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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UNIT: TIBET

LOUISIANA ARTS AND SCIENCE CENTER

1967

TIBET

Overview of Tibetan Unit

This unit on Tibet covers some of the general features of the country and their effect on the lives of the Tibetan people. Discussion questions are inserted that will stimulate thought. The religion of the country is discussed in relation to its influence on art and the culture of the country.

Worksheets, questions and answers, vocabulary list, bibliography, identification list, suggestions for student enrichment activities, are included in the unit of study. A list of Tibetan objects displayed at the Louisiana Arts and Science Center with a brief explanation about each is listed. This unit may be enlarged, enriched, or interpreted as the teacher sees fit.

The liaison teacher from the Louisiana Arts and Science Center will be happy to come to your classroom to introduce the unit. She will bring special visual aids that will arouse the imagination and stimulate interest in exotic Tibet. It is believed that this introduction combined with a class visit to the Center to see the unusual Tibetan art objects will achieve the desired objectives.

Objectives for the unit on Tibet

A. Attitudes and understandings

1. To realize that natural boundaries tend to isolate people.
2. To understand that people who are isolated tend to remain unchanged through the years.
3. To understand that isolation barricades exchange of ideas.
4. To realize that the world has grown smaller and that we are neighbors with people who are very different from us.
5. To acquire a basic knowledge of Tibet.

B. Skills

1. Locating many sources of information.
2. Interpreting and recording information.
3. Comparing and contrasting two different cultures.

4. Increased vocabulary.

5. Additional facts, and hopefully the ability to relate facts.

Student Activities

These can be assigned to the entire class or to individual students for enrichment and challenge.

1. Make a thang-ka. Creatively embroider or paste designs on the surface.

2. Read Lost Horizon by James Hilton and give an oral report to the class. Teacher might give the class a brief description of the book so more will want to read it. The story tells of a group of Englishmen who crash in the middle of the Himalayans and are rescued and brought to a lamasary. Mystery surrounds this place; the people are hundreds of years old. The lamasary is called Shangri-la.

3. Read Daughter of the Mountains by Louise Rankin. Story of a Tibetan girl who makes a long journey from her wild mountain home to the coast of India to try to find her stolen dog. Description of the country and an air of mystery and suspense are evident throughout the book. Intimate knowledge of the country enabled Miss Rankin to make the people real. It is an inspiring book. The teacher may want to read parts aloud to the class.

4. Report to the class on how a dalai or panchen lama is chosen.

5. Dress several dolls in Tibetan clothes. Include a man, woman, and lama. See the Encyclopedia Britannica, Vol. 22, p. 181 for a good description.

6. Find out why Tibet's population is decreasing and report to the class.

7. Have a panel discussion on the question "Should a country remain isolated?"

8. Find out the answer to the following question and report to the class. "What were some of the far-reaching results of Marco Polo's visits to China?"

9. Make a time-line showing the political history of Tibet.

10. Report on the social structure of Tibet.

11. Find out what kind of holidays the people celebrate in Tibet and give a report to the class.

12. Make a list of all the "modern-day" items you use in one day, for example, telephone, kool-ade, car, newspaper, and so on. Check off the ones that a Tibetan child has probably never seen. Report to your class on this. All the students may find this an interesting project.

13. Find out what physical effects living at high altitudes has on the body. Make a report to your class. National Geographic, October, 1962, Vol. 122, No. 4, p. 530 might prove helpful.

14. Find out what you can about the "Abominable Snowman" and report to the class.

15. Find out what you can about mountain climbing. Recommend various books on the subject to your class, and tell what you have learned.

Vocabulary

1. Diety. God.

2. Exorcism. The driving out of devils or demons.

3. Grotesque. Misshapen.

4. Hermit. Someone who lives by himself and rarely sees anyone.

5. Himalayan. High mountains of Tibet.

6. Isolated. Kept apart from.

7. Mythical. Something that is imaginary; example, dragons.

8. Nomads. People who wander from place to place, with no permanent home.

9. Pacific. Peaceful.

10. Theocracy. Government by a religious group.

11. Lamaism is a branch of Buddhism and is the religion of Tibet. It is a mixture of the old Pon religion of early Tibet and a corrupted version of Buddhism from India.

12. Panchen Lama is the leading spiritual authority in Tibet.

13. Dalai, High, Lama is looked on as the ruler of the country, and also a spiritual leader.
    Tibetans regard both Grand Lamas as Buddha, born again. When the Dalai or Panchen Lama dies, his spirit is thought to enter the body of a baby boy. Monks search the country for a boy born about the same time or after the death of the lama. The boy thus selected becomes his successor.

14. Lamas are monks in a lamasery.

15. Lamaseries are a type of monastery.

16. Yellow Hat is the chief sect of Lamaism headed by the Dalai Lama; the religion was reformed in the fifteenth century.

17. The Budda is generally believed to have lived between 560 and 480 B.C. and to have preached in the central part of the Ganges Plain as well as in the hilly countryside bordering it to the north. He was the son of King, Raja, Suddhodana and Queen Maya. He was born near the frontier located in present-day Nepal. He was named Prince Siddhartha. Legend has it that he emerged from the right side of his mother while she was breaking off a branch from a tree with her right hand. This theme is treated time and time again in Buddhist art. He became the founder of Buddhism.

18. Lhasa is the political and religious center of Tibet. Although it is closer to the equator than New Orleans the climate is severe.

19. Potala is the private monastery of the Dalai Lama. It is considered the most impressive landmark in Lhasa. It is a grand castle-like structure with gold roofs and more than 1,000 rooms houses from 200 to 300 monks and boasts numerous art treasures.

20. Bon-po, Bon or Po, was an early religion of Tibet, a form of nature worship.

21. Tantrism, a form of Buddhism that was corrupt with emphasis on magic and exorcism. This form was introduced into Tibet in the seventh century. Several centuries of fierce struggle ensued between Bon-po and Buddhism, eventually the two compromised.

22. Kublai Khan, Emperor of China in the thirteenth century, was converted to Lamaism. He appointed the head lama as sovereign of central Tibet. This was the beginning of theocracy in Tibet.

23. Amulet box, a small decorated box suspended by a necklace which contains a small image wrapped in a prayer sheet.

24. Tsamba, a food made from barley. It is the national dish of Tibet. What is the national dish of the United States? The hot dog? Of Louisiana? Red beans and rice?

25. The yak is a hairy Asian ox. The milk is particularly rich and makes good butter. The hide is used for clothing and tent making. What animal has similar uses in America?

26. Red hats, a sect of Lamaism that existed before the reformation. It still exists today.

Some Questions on Tibet

1. Why is Tibet sometimes called "roof of the World"?

   The valley bottoms of Tibet are higher than the mountains of most countries.

2. What is the principle mountain range in Tibet and its famous mountain?

   Range--Himalayas. Mountain--Mt. Everest, 29,028 feet.

3. How have these mountain ranges affected the life of the inhabitants?

   a. The mountain ranges kept them isolated. Discuss how isolated people tend not to change through the years and how cultures borrow from one another if mixed. Tibetans are referred to as hermit people.

   b. The mountains shut out moisture-bearing winds which gives Tibet less than ten inches of rain annually.

   c. The mountains yield gold ore, coal, iron ore, manganese, oil and salt. Locate United States deposits of these minerals.

4. What countries border Tibet?

   High mountain walls border the barren land on all sides. India and Burma lie south of Tibet. Pakistan is west of Tibet. China is to the north and east of Tibet.

5. What is the climate like in Tibet?

   It is considered part of the dry world. Because of extremes in temperature both seasonally and daily, frost can be expected on any day of the year. Sudden blizzards

and snowstorms are common. Violent winds sweep Tibet at all seasons. January temperatures average 24°F. and July temperatures average 58°F. Compare this to Louisiana's average temperature and climate.

6. What is the estimated size and population of Tibet? What is the nationality of the people?

   Population is about 1,274,000. This is about the same number of people found in the city of Houston, Texas. Tibet has 471,660 square miles. This is about the size of the state of Texas.
   The people are mongoloid. Where are other mongoloid people found?

7. Who governs this land?

   The Communists of China govern now, since 1951, but before that date the nobility and the clergy governed the region and owned the land. Nobles lived on the estates, and the farmers were their servants. The Communist government broke up the large estates and took property from the wealthy. The Communists have also introduced reforms designed to break further the power of the nobility and clergy. The religious emphasis has been greatly decreased.

8. How do the people in Tibet make their living?

   One out of twenty become lamas. Many are nomads. Agriculture in the South, is an important occupation.

9. What is the land like?

   The land is mountainous; a large part of Tibet is frozen for two-thirds of the year and boggy in the thaw season or it is stony and barren, where little or no vegetation exists.

10. How do the Tibetans feel toward the Communists?

    They are fighting guerilla warfare against them and the Delai Lama, who fled for his life to India, has denounced them. What other countries have fought Communist rule?

11. How do the Tibetans feel toward their religion?

    It is most important in the life of the Tibetans. Everything begins and ends with religion.

12. In a few sentences explain the chief characteristics of Lamaism.

    It has nearly 500 gods. Those selected followers who reach complete illumination, a sort of mystical state, are called by the title Buddha. Those who are potential Buddhas are called Bodhisattvas. Many of the old Bon-Po deities and rituals are worshipped and performed. Example: the devil dance is performed for the purpose of expelling evil spirits.

13. What is the chief characteristic of Tibetan art?

    It is an expression of religious faith. The artists remain anonymous and must adhere to strict rules which are described in the Buddhist laws. Most of what is done either tells a story, or is an image, or has some special purpose in the religious rites.

14. What are some of the things that Buddhism introduced into Tibet besides a religion?

    It introduced art, music, a culture, writing. There was ~~little or no culture in Tibet before the coming of this~~ religion.

15. What is a thang-ka? Pronounced Tonka.

A thang-ka is a banner which has been painted, embroidered or appliqued with pictures; it is found in temples, at family altars, is carried by lamas in religious processions or used to illustrate sermons. It consists of canvas mounted on a brocaded silk border with a flat stick at the top and roller at the bottom.

16. List some of the materials used in making ceremonial images.

Gold, silver, copper, bronze, stone, wood, and clay are some of the materials used.

17. What is the size of these images?

Some are extremely large for impressive temples; some are small enough to be carried in a pocket.

18. Why are these images made with a cavity at the base?

The cavity is filled with rolls of prayers or sacred relics. The image is closed then and consecrated by the lama. The contents are sometimes referred to as the "sacred intestines."

19. What is the difference between the pacific and the angry image?

The pacific deities have mild, compassionate expressions and wear either simple monastic robes or elaborate princely robes with jeweled ornaments and crowns. These are the Buddhas and Bohisattvas, potential Buddhas.
Those of the angry deities wear ornaments of skulls and carved human bones; they are called Dharmapala.

20. What are some of the other subjects portrayed by the images?

Other subjects included are fairies, heavenly musicians, astrologers, great magicians, the Great Teachers, Dalai and Tashi Lamas and historical persons. There is also a goodly number of images of a grotesque nature, such as winged or horned figures of mythical animals. Their origin, significance and dating is not known.

21. Name several of the ritual items used in Lamaism.

Thunderbolts and bells. The thunderbolt is the symbol of power and the bell is a symbol of the void.

Prayer wheels. A round metal case or cylinder which revolves on a stick and is filled with a roll of prayers. Each revolution of this wheel is a repetition of the most popular Tibetan prayer, Hail to the Jewel in the Lotus.

Magic daggers. These are used to exorcise evil.

Butter lamps and bowls. These hold incense, flowers, and water on the altars.

Ghost traps. These are made of a framework of wood and surrounded in intricate fashion by multicolored threads. They are used to entangle evil spirits or demons and prevent them from entering the home and injuring the inhabitants.

Prayer flags and Prayer stones. These serve the same purpose as the ghost traps. What are some ritual items used in our country?

Here is a partial list of the various objects of Tibetan Art that are found at the Louisiana Arts and Science Center and a brief description of each.

Musk Bottles. Musk is an odoriferous reddish-brown substance secreted in a gland by a male deer. It is used as a basis of many perfumes. The musk bottles are similar to our perfume bottles.

Amulet Box. An amulet is carried by every Tibetan as a protection against evil. The amulet usually consists of a small figure of a god or a picture of a god which is wrapped in several rolls of paper containing certain written or printed prayers. The amulet is preserved in a small box of metal or wood, which has several carrying-rings forming a sort of hinge. A cord is passed through these rings and fastened to the person. Amulet containers of this type are often elaborately worked and inlaid.

Dorje Knife. This is a thunderbolt shaped knife used in rituals by the Lama to exorcise evil spirits and to hold them fast.

Thang-ka. This is a scroll painting. These are paintings on lengthy pieces of rough canvas trimmed with Chinese silk. They hang from a thin pole and are firmly held in position by means of a round, heavy stick which is attached to the lower hem. If the painting is not being used, it is rolled up.

Skull drum and shin-bone horn. These are used in the Pon Ritual. Pon is a native religion of Tibet which emphasizes magic and evil spirits and exorcism.

Prayer Bell. These are in daily use by the Lamas and symbolize the method and the doctrine of their religion. The prayer bell is used to mark the climax of the devil dances or mystery plays. The prayer bell symbolizes the secret knowledge of the world's impermanence.

Trumpet. More than a call to worship, the trumpets play a part in the devil dances, or mystery plays. The sounds of the trumpets are used to evoke demons and evil spirits.

Prayer Wheel. The prayer wheel consists of a hollow bronze cylinder. The outside of the wheel is embossed with musical symbols; inside there is a roll of paper bearing the ever-repeated prayer formula. While repeating the prayer, the wheel is swung in a gentle circular motion.

Peacock Symbol, a golden image of a peacock. The peacock is the symbol for divine protection.

Wood Block. In Tibet, books are produced by block printing. For every page a wood cut is prepared which is immediately pulled on paper. The blocks were carefully preserved and anyone who wanted a copy of a certain work procured the necessary paper himself. Many examples of the printed sheets are shown in the exhibit.

Prayer Flag. Pilgrims and travelers leave these at a shrine. The flags are used to ward off demons and evil spirits in the homes and temples.

Test or Extra Worksheet

I. True or False: If the statement is true write true before the statement. If the statement is false correct it.

False 1. Tibet would make a good sea resort because of its numerous lakes.
It is too cold and the shores of the lakes are barren.

True 2. A Tibetan would probably die for his religion.

False 3. Artists of Tibet have introduced many new art forms and concepts to modern art.
They are restricted in their expression and have contributed nothing new. The tradition in art remained unchanged.

True 4. Until recently Tibet has been governed by the religious groups under the Dalai Lama.

True 5. One of the reasons why Tibet has changed so little over the centuries is its isolation caused by its high mountain barriers.

False 6. Tibet could be called "the land of many cities."
There are few cities in Tibet.

False 7. Tibet is sometimes known as the "roof of the world" because from its factories come the famous red tile used in roof making.
Named this because its valleys are higher than most countries' mountains.

True 8. Many of the people are nomads in this country because the land is too poor to sustain lengthy grazing or farming.

True 9. Buddhism introduced many things into Tiber, including religion, art, music, and writing.

True 10. Tibet has felt the influence of China during her history.

II. Multiple Choice: Check the letter in front of the phrase that best completes the sentence.

1. Almost all Tibetans wear amulets in order to
   a. look festive or beautiful
   +b. to carry their own god-images and prayers
   c. to drive away the demons
   d. all answers are correct
   e. none is correct

2. Tibetan art has many images of
   a. fairies
   b. Buddhas
   c. historical persons
   d. mythical animals
   +e. all of the above are correct
   f. none of the above is correct

3. Lamaism is
   +a. a combination of two forms of religion
   b. headed by a committee
   c. very simple to understand
   d. not influential in the lives of the Tibetan

4. Buddha
   a. is the name given to one who has reached some state of mystical illumination
   b. by legend emerged from the side of his queen mother
   c. was not a god but a man who began a religion which includes many gods.
   d. none of the above is correct
   +e. all of the above are correct

5. The Tibetans
   +a. have refused to cooperate with the Communists
   b. have cooperated with the Communists because they have built roads
   c. would rather have the English rule them than the Communists
   d. none of the above is correct

6. The worship of the Tibetans
   a. includes both peaceful gods and angry gods
   b. includes devil dances and exorcism
   c. is very ritualistic
   +d. all the answers are correct

III. Matching: Place a letter from Column "B" in front of the statement in Column "A" that it best matches.

Column A	Column B
f 1. A banner which has been painted or embroidered.	a. yak
c 2. The early religion of Tibet.	b. Lhasa
b 3. The religious and political center of Tibet	c. Bon-po
h 4. Emperor of China who made Tibet a theocracy.	d. tsamba
d 5. The national dish of Tibet.	e. crosses
a 6. A hairy Asian ox.	f. thang-ka
j 7. Spiritual leader of the country.	g. Charlie Chan
i 8. A ritual item used in Lamaism.	h. Kublai Khan
	i. prayer wheel
	j. Dalai Lama
	k. Hsai Knowe

The following are suggestions that may be used as follow-up work to the unit of Tibet.

1. Study another small country in Asia such as Korea. Pay particular attention to the art of the country.

2. We found in the study of Tibet that China has influenced its history. What other countries has China influenced and in what ways? This could be quite a comprehensive unit starting with Marco Polo, and ending with the United States space program started when China invented the rocket.

3. The clothing worn by the Tibetans is practical for their country and climate. It might be interesting to do a unit on clothing related to the physical conditions of a country and the type of work done.

4. The lamas rule Tibet. The students might like to do a study to find out what type of ruler other countries of the world have.

The main source of information for the questions and study guide were taken from information in the Encyclopedia Britannica. The following books may also be of some value.

Included are books of fiction for the students.

Hilton, James. Lost Horizon.
A mysterious forced landing deep in the Himalayans begins a most bizarre adventure for a group of Englishmen. Their stay in the lamasary, cut off from all outside contact, and the strange agelessness of the inhabitants make this an absorbing story to both young and old alike. Junior High-Adult.

Douglas, William O. Exploring the Himalaya. New York: Random House, 1958. Illustrated by Clarence Doore. Pp. 177. Illustrated maps, World Landmark Books. $1.95. Sixth-Eighth grades.
Justice Douglas has skillfully combined the facts about these mountains of West Pakistan, Nepal, and Tibet with fascinating stories of the people living there. He describes the land with all its mystery and appeal in such a way that one feels its magnetism for mountain climbers and travelers from all parts of the world.

Fitch, Florence Mary. Their Search for God; Ways of Worship in the Orient. New York: Lothrop, 1947. Illustrated with photographs selected by Edith Bozyan, Beatrice and the author. Pp. 160. $3.00 Sixth-Ninth grades. Buddhism and Buddha, pp. 11-55.

The World's Great Religions. New York: Golden Press, 1958. Life Editorial Staff Special edition for young readers. Illustrated map boards. Pp. 192. $4.95. Sixth-Ninth grades.

Francke, A. H. A History of Western Tibet, One of the Unknown Empires. London, 1907. Advertisement.

Fukei, Arlene. East to Freedom. Westminster, 1964. Pp. 192. $3.50.
Communism comes to the Chinese Village of Kwanbei and profoundly changes the life of Mei-lin, a sixteen-year-old girl who is a convert to Christianity. Junior High.

Gordon, A. K. The Iconography of Tibetan Lamaism. New York, 1936. Advertisement.

Rankin, Louise. Daughter of the Mountains. New York: Viking Press, 1948. Illustrated. Pp. 191. $3.00. Fifth-Eighth grades.
Story of a Tibetan girl who makes a long journey from her wild mountain home to the coast of India to try to find her stolen dog. Description of the country and an air of mystery and suppressed excitement are evident throughout the book. Intimate knowledge of the country enable Miss Rankin to present an absorbing tale. It is a beautiful and inspiring book with pictures.